

WORLD AT WAR

Fearlessness in the Face of Oppression

PART I. World of War Preface

INTRODUCTION

This Unit will be taught to a 7th Grade Social Studies class. There are a total of 134 students divided into six classes, with four classes labeled as “AG” and two labeled as “Standard.” The overall composition of students is diverse, including mostly white and black students but some Asian, Latino, and Indian students as well. The AG classes are made up of mostly white students with some black, Asian, Indian and Latino students. The Standard class is composed mostly of black students with a few white, Indian, Asian, and Latino students. The ability range of students is fairly high, even in the classes labeled as Standard since the school is a magnet school. Socioeconomic status of students is varied, but few students come from poverty and SES does not play a significant role in the classroom. To my knowledge, no ESL students or students with exceptionalities are present. In completing this project, I collaborated with my cooperating teacher, Mrs. Maurine Maul, and also fellow MSL students, especially Kelsey Bostic and Michelle Parker.

ORGANIZATIONAL PRINCIPLE: Fearlessness in the Face of Oppression

The Unit centers around a time period, from WWI to the end of WWII, but also focuses on the theme of Fearlessness in the Face of Oppression. This theme can be found consistently in this time period from the Russian Revolution, to the Great Depression, to the Holocaust. Taking a close look at Oppression also enables the Unit to be relevant to modern society and current issues. Since oppression still occurs, students can easily see why this aspect of history is important. Oppression also emphasizes an emotional aspect of history that many students may not normally see and will be more likely to engage resistant students.

PRIMARY SUBJECT MATTER FOCUS

The primary subject matter for this Unit is the time period from WWI to the end of WWII. This is a pivotal time period in history, especially relating to modern society. This Unit will follow a Unit focusing on Imperialism and Nationalism, and lead into a Unit focusing on a Post War society. This time period has a wealth of information and resources that can be used in the classroom, and is ideal for the incorporation of creativity, technology, and the use of primary sources. Using primary sources and making history “real” for students is engaging and authentic, and integrating these concepts is natural for this Unit. The Unit also takes an interdisciplinary approach whenever possible by including written works in activities and lessons and incorporating reading and writing strategies.

ORGANIZING QUESTIONS

1. How does one man (such as Adolf Hitler) captivate an entire nation? Why did so few people rise up against him? In general, what is it about humanity that so often produces such intolerance?
2. Was this a "just war?" Is there really such a thing?
3. What was life like for people on the front lines of the war in Europe? What about for people on the home front in America? How are their experiences similar/different?
4. What were the experiences of soldiers in WWII? Did they feel they were fighting for a worthy cause?

GOALS

1. Understand the role (and power) of individuals and groups in society.
2. Understand how global events affect individuals around the world.

GENERAL UNIT OBJECTIVES

Cognitive

1. Analyze events in history.
 - 1.1 Compare and contrast events
2. Understand the impact of events in history.
 - 2.1 Recognize cause and effect relationships between events
 - 2.2 Determine relevance of event(s) to present day
3. Evaluate roles of individuals and groups.
 - 3.1 Determine the responsibility of individuals in society
 - 3.2 Analyze society's influence on individuals
 - 3.3 Compare actions of important individuals in history

Affective

1. Relate to life during the past and elsewhere in the world.
 - 1.1 Identify relationship between current life and other places/times
2. Respond to a variety of texts.
 - 2.1 Connect personally with texts
3. Collaborate effectively with peers in class. (their behavior with group)
 - 3.1 Contribute to group work
 - 3.2 Participate in class discussion

Performance

1. Compose various forms of discourse.
 - 1.1 Composes creative writing (short story, letters, poetry)
 - 1.2 Writes in a formal style
 - 1.3 Contributes to group written work

2. Demonstrate involvement in class activities and individual assignments.
 - 2.3 Participate orally in class and group discussion
 - 2.4 Contribute written work
 - 2.5 Utilize artistic abilities
3. Demonstrate response to various sources.
 - 3.1 Evaluate credibility and purpose of sources
 - 3.2 Collect information from sources

COMMON CORE STANDARDS

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

SOCIAL STUDIES ESSENTIAL STANDARDS

7.H. 1 Use historical thinking to analyze various modern societies.

7.H.2 Understand the implications of global interactions

7.C&G.1 Understand the development of government in modern societies and regions.

7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

POSSIBLE UNIT MATERIALS & SUPPLEMENTARY TEXTS

*Used in Unit Plan

Novels

Diary of a Young Girl, Anne Frank*

Under a War Torn Sky, L.M. Elliot
The Book Thief, Marcus Zusak*
Milkweed, Jerry Spinelli*
The Boy in the Striped Pajamas, John Boyne
Number the Stars, Lois Lowry
Maus I, Art Spiegelman*

Poetry

"In Flanders Fields," Lt. John McCrae*
"Charge of the Light Brigade," Alfred, Lordy Tennyson*
"Anthem for Doomed Youth," Wilfred Owen*

Film

"Band of Brothers," Steven Spieldberg*
"Saving Private Ryan," Steven Spieldberg
"The Pacific," Bruce McKenna*
"Schindler's List," Steven Spieldberg*
"Pearl Harbor," Michael Bay
"The Boy in the Striped Pajamas," Mark Herman

POSSIBLE ACTIVITIES/INSTRUCTIONAL STRATEGIES

*Used in Unit Plan

Great Depression LIFE*
Create group newspaper *
Student Propaganda*
Shopping with ration tickets *
Letters to/from soldiers*
Geography sign post activity*
Journaling*
Map of battlefields/trenches
Think Pair Share
Analyzing poetry*
Jigsaw*
Model Poem
Point/Counterpoint Debate*
Timeline*
Graphic Organizers*
Group Work*
Class Discussion*
Teacher-led presentation*

UNIT MAP/NARRATIVE OVERVIEW

*Lesson Plan included in detail in this Unit

Day 1: Unit Intro*

- Warm-Up:
- Introduction to the Unit and Oppression
- Modern Oppression Group Activity: Students split into groups, each researching a different instance of oppression in modern times.

Day 2: WWI

- Minilesson on Causes of WWI:
 - Assassination of Archduke
 - Triple Entente vs. Triple Alliance
 - Trench Warfare/Major Battles
- Main Activity: Group work on WWI poets. As a class, examine and discuss the poem “In Flanders Fields.” Then split into groups with each group analyzing an additional poem from a WWI poet following the model from “In Flanders Fields.”

Day 3: Bolshevik Revolution

- Minilesson on Russia before and during WWI
- Main Activity: Reds vs. Whites Game [ref. Rachel Bowden, <http://www.ngfl-cymru.org.uk/vtc/ngfl/history/151/index.html>]
 - Students split into partners. One partner has the cards for the “Reds” team, the other the cards for the “Whites” team.
 - Each card depicts a leader of one side and his advantages and disadvantages.
 - Partners “battle” in a simulation of the Civil War. Whoever has the card with more advantages and points wins that round. Students play five rounds, then the whoever has won the most cards is the winner of the game.
 - After the game, discuss as a class the outcome. Which side won more often? Why do you think that is?

Day 4: WWI Ends

- Minilesson on End of WWI:
 - Treaty of Versailles
 - League of Nations
 - Armistice Day
- Main Activity: Students create Newspaper Front Pages
 - Students split into groups of at least 3-4 people. Each group will compose a product that would be featured on the front page of a newspaper.
 - Examples to Include: editorial, news article, interview, draw a political cartoon, etc. Each student should write one article.
 - Products can be written about any topic covered during the minilesson relating to the end of WWI.

Day 5: Great Depression*

- Minilesson: Timeline and general overview of the Great Depression
- Main Activity: Great Depression LIFE
 - Students split into groups with each group being assigned an occupation. Each group receives an “occupation card” with a description of their lifestyle.
 - For each “round,” which represents one month of the students’ budget, groups will draw slips out of a bowl that describe an event that could occur during their life during the Great Depression. They have to factor in that event and its costs or benefits into their budget and lifestyle.

Day 6: Leaders of WWII*

- Minilesson on the economic situation in Europe after WWI, and short background of the political leaders in Europe leading up to WWII.
- Main Activity: Students split into groups, with each group receiving a portfolio with materials about one of the European leaders. Each group will study the materials and make a dippity timeline about that person’s life and rise to power.

Day 7: Propaganda*

- Minilesson on Propaganda: Show examples of Propaganda in WWII and have students fill out Visual Analysis Worksheet [ref. National Archives]
- Main Activity: Students split into groups and create their own propaganda poster. Each group will receive a short prompt about the intended goal of their poster. At the end of class each group will share their poster and they will be hung around the room.

Day 8: Home Front

- Minilesson on War Effort at Home:
 - More Women in the workforce
 - Increased productivity = more jobs
 - Victory gardens
 - Rubber drives, war bonds
- Main Activity: Shopping with ration tickets
 - Students will be split into groups of at least 3-4, each will be a “family.”
 - Each “family” will receive a certain amount of ration tickets based on size. These will be actual tickets with printed values.
 - Each group will then have to use these tickets to buy products from the “store” they need for that week. Students will have to figure out what they want to spend their ration tickets on.

Day 9: Western Theater - Major Battles

- Minilesson: Focus on Airborne and Major Battles Part I
 - Operation Market-Garden
 - Battle of the Bulge
 - Battle of Britain
- Main Activity: Map of Major Battles/Airborne drops

- Students will split into groups. Each group will represent a different airborne soldier dropped during one of the major battles.
- Each group will receive a map depicting where that soldier was actually dropped, and their target area. Students will have to map out how they will plan their route to their target area.

Day 10: Major Battles Part II

- Minilesson: Major Battles of Western Theater Part II
 - D-Day
 - Stalingrad
 - Battle of Berlin
 - Clip from “Band of Brothers,” or “Saving Private Ryan”
 - Compare movie clip to real footage
- Main activity: Letters to/from soldiers
 - First, the class will read and analyze at least one authentic letter from a soldier during WWII.
 - Students will be randomly split into two groups: one will be soldiers, the other people on the home front.
 - Based on the model provided at the beginning of the activity, students will compose a short letter as either a soldier or someone at home. Certain required elements will be: Describe where you live or where you’re fighting, Describe some event(s) that have happened recently, Include who you are writing to.
 - Ideally, there should be the same amount of people in each group so the soldiers and civilians can trade letters at the end of the activity.

Day 11: The Holocaust

- Minilesson: The Holocaust, Causes, Targets, and Main Camps
 - Short presentation on the main targets and goals of the Nazis for the “Final Solution.”
 - Depict/describe the main concentration camps – their location, purpose, etc.
- Main Activity: Holocaust Creative Writing Stations
 - The class will be set up with a series of stations around the classroom. Each station will have a sample of creative writing relating to The Holocaust. Stations:
 - *Diary of a Young Girl*, Anne Frank
 - *Milkweed*, Jerry Spinelli
 - “Schindler’s List” (screenplay/script), Steven Zaillian
 - *Maus I*, Art Spiegelman
 - *The Book Thief*, Marcus Zusak
 - Groups of students move from station to station, with about 5 minutes at each station. Individually, students should complete a chart listing the name of the source at the station, the type of source (script, diary, novel, etc.), and write a brief response.
 - After the stations and/or for homework, each student will write a creative writing piece modeled after one of the Holocaust Station samples.

- At the end of class, introduce the Unit Project (Think-Tac-Toe). Hand out the instructions and rubric and address any initial questions.

Day 12: Resistance

- Minilesson: Resistance
 - Short minilesson on why resistance occurred, some important individuals, and significant events led by resistance groups.
- Main Activity: Resistance Jigsaw
 - Students would first split into their “expert groups”
 - Each group would focus on one of the Resistance groups: Maquis – France, White Rose – Germany, Partisans – Poland, Resistance in ghettos
 - Students would fill out that portion of the graphic organizer that pertains to their expert group.
 - Next, students move into jigsaw groups – there should be at least one person from each expert group in each jigsaw group. Experts from each group share their information, and students fill in that information on their graphic organizers accordingly.
- Students will receive time to work on their Unit Projects.

Day 13: Japanese Internment Camps

- Minilesson on Japanese Internment Camps
 - Mindset of Americans toward Japanese
 - Include some primary documents/videos from Japanese Americans
 - Map of internment camps
 - Sample of “Loyalty Questionnaire”
- Main Activity: Point/Counterpoint Debate [ref. Carol Pope, ECI 405]
 - Students examine the legality of Executive Order 9066.
 - The class will split into two groups. One group will compose an argument about why Executive Order 9066 was legal, the other why it was illegal. Each group will be given resources to consult before the debate.
 - After each topic introduced by the debate moderator (the teacher), the sides will switch and they will have to argue the other viewpoint. Then the debate will move to another topic/statement.
- Students will receive time to work on their Unit Projects.

Day 14: Eastern Theater – major battles

- Minilesson: Major Battles of the Western Theater
 - Battle of Midway
 - Okinawa
 - Iwo Jima
 - Guadalcanal
 - Show clip from “The Pacific”
 - Distribute map with guided notes. Students label the map in preparation for the next activity.

- Main Activity: Sign Posts [ref. <http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/long-way-from-home.html>]
 - Split students into groups based on the main battles of the Western Theater discussed in the minilesson.
 - Using google maps, each group should determine the distance from Raleigh (they could use the school address) to the location of their battle.
 - Draw the route and distance on google maps, or on a hard copy of a map.
 - Create a sign post depicting the name of the Battle/location and the distance from home using posterboard. Underneath the name of the Battle, the group should include a description of the battle or geographic place.
 - Display signposts in classroom for the remainder of the Unit.
- Students will receive time to work on their Unit Projects.

Day 15: End of WWII

- Minilesson on End of WWII:
 - Hitler's suicide
 - Why did the Axis Powers lose
 - Atom Bomb
- Main Activity: Sadako & 1,000 Paper Cranes [ref. Maurine Maul]
 - Read the short story, "Sadako and the 1,000 Paper Cranes" as a class.
 - Have a brief discussion about the story, and its implications about the war.
 - Hand out instructions on how to make paper cranes and allow students to make these for the remainder of the class.
- Students will receive time to work on their Unit Projects.

Suggested Next Unit:

- Post-War World: This Unit would focus on the aftermath of WWII, the rise of the Soviet Union, the establishment of East and West Germany, among other topics. It would serve as a transition into the Cold War.

PART II. DAILY LESSON PLANS

Stephanie Doss, ECI 435, 7th Grade Social Studies

World At War/Day One Lesson

Context: This lesson is the first day of the new Unit, “World At War.” Since the theme is Fearlessness in the face of Oppression, I’ll introduce the unit by talking about what oppression in general means and what it looks like, not just during WWI or WWII.

Plan Number: 1/15

Instructional Objectives:

Cognitive

- 1.1 Compare and contrast events
- 3.1 Determine the responsibility of individuals in society

Affective

- 1.1 Identify relationship between current life and other places/times
- 2.1 Connect personally with texts
- 3.1 Contribute to group work
- 3.2 Participate in class discussion

Performance

- 2.1 Participate orally in class and group discussion
- 2.2 Contribute written work
- 3.2 Collect information from sources

Common Core:

[CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Social Studies Essential Standards:

7.H. 1 Use historical thinking to analyze various modern societies.

7.H.2 Understand the implications of global interactions

7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

Resources Required:

- Photos of oppression from the Holocaust and today (prezi)
- Resources about instances of oppression
- Poster board or paper and writing materials for each group

Time: 50 minutes total

Instructional Procedures:

Warm Up: (10 minutes)

- Show a group of pictures – ask students to respond about what they see in a freewrite. Pictures should be mostly of WWI/WWII
- After a few minutes, have a short discussion. Start simple: What are these pictures of? What's going on? Then move to response: How do these pictures make you feel? What's your reaction when you see them? Finally, what's one word you could use to describe these pictures? Try to move the discussion toward "oppression." Ask why this is oppression.
- Move to another modern picture. Is this also oppression?
- Show pictures of poverty today and contrast with photos of Great Depression – what makes these powerful photos? Is this also oppression?
- As a class, come up with a definition of oppression and display it on the board.
- Talk about how oppression will be the theme for this unit. We'll talk about WWI, the Great Depression, and WWII.
- What do we know about these topics (let's focus on WWI for now)? What should we/do we want to learn about? Record (or have a student record) these ideas on the board. After class, display these goals somehow and throughout the unit, evaluate whether we accomplished that or not.

Exploration Activity – What does Oppression look like? (20 minutes)

- Each group focuses on an oppressed group in history/in modern times in order to see that oppression still occurs and is relevant to current issues today.
- Each group researches the issue with resources provided by the teacher.
- Topics: Darfur, Bosnian War, Apartheid, Nigerian Civil War, Cambodia.
- Students use poster board or paper to come up with an action proposal as to what steps can be taken to solve the problem.

Mini-Lesson (5 minutes)

- Present a short prezi on how these more modern events relate to what we're learning. Address what students wanted to learn before and give a brief overview of what will be covered this unit.

Closure (5 minutes)

- Exit pass – pose this question: How important is it for today’s leaders to take action in solving the problems related to oppression today? If you were involved in this conflict, what action (if any) would you take?
- These questions set up the idea for students about a theme for this unit – the role and responsibility of the individual in society.

Evaluation

- Freewrite from the beginning of class
- Group participation and poster
- Exit pass

Reflection:

To be added

Appendix of Materials:

Oppression prezi: <http://prezi.com/4bwr3v7wghd4/intro-to-oppression-world-at-war-unit-day-1/>

Group Resources:

- Darfur: <http://www.unitedhumanrights.org/genocide/genocide-in-sudan.htm>
- Bosnian War: <http://www.reuters.com/article/2008/07/21/us-warcrimes-karadzic-bosnia-idUSL2164446420080721>,
<http://www.mtholyoke.edu/~bonne20s/majorbattlesmaps.html>
- Apartheid: <http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries?sobi2Task=sobi2Details&sobi2Id=29>
- Nigerian Civil War: <http://news.bbc.co.uk/2/hi/africa/596712.stm>
- Cambodia: <http://www.cambodiatribunal.org/history/khmer-rouge-history>

Stephanie Doss, ECI 435, 7th Grade Social Studies

World at War/Great Depression

Context: This lesson would be the fifth day of the unit. It focuses on the Great Depression, and serves as something of a transition between the first part of the unit focusing on WWI and the second part which focuses on WWII.

Plan Number: 5/15

Primary Instructional Objectives:

Cognitive:

- 2.1 Recognize cause and effect relationships between events
- 2.2 Determine relevance of event(s) to present day

Affective:

- 1.1 Identify relationship between current life and other places/times
- 3.1 Contribute to group work

Performance:

- 1.1 Contribute written work
- 3.1 Evaluate credibility and purpose of sources

Common Core Standards:

[CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Social Studies Essential Standards:

7.H.2 Understand the implications of global interactions

7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

Materials/Resources:

- Photos for warm-up
- Presentation on Great Depression
- Accompanying guided timeline

- Game packets for each “team” – including descriptive cards of that group’s status/occupation and budget sheets.
- Event slips – pieces of paper describing an event that could be either detrimental or beneficial to each team’s life. For each “round” (which represents a month) each team will draw a slip out of the bowl and factor that event into their costs. 24 total

Time: 45 minutes

Instructional Procedures:

Warm Up: (5 minutes)

- Response to famous photo of mother and her children from Great Depression.
 - Who do you think this is in the photo? (where does she live, etc.)
 - Where do you think this was taken? (year, place)
 - If you were living during the Great Depression and saw this photo, how do you think you would react?
 - Do you recognize this photo? Why do you think it became so famous?

Minilesson/Bridge: (10 minutes)

- Move to the next photograph in the presentation. Ask students to take a moment and process it. Volunteer that this photo was taken by the same photographer as “Migrant Mother” only one year later (still during the Depression). Concentrate on the billboard – what is the ad trying to convey?
- How does the message of the advertisement on the billboard differ from the message of the “Migrant Mother” photo?
- Present minilesson on the Great Depression. Focus on the lead up to the stock market crash of 1929, and the possible causes. Leave some events and the end of the Depression open. Provide students with an open timeline to take notes with.
- Move into main activity. Ask students if they have ever played the game Life before – briefly discuss how the game generally works. Explain that today we’re going to play it Great Depression style.

Main Activity – Great Depression LIFE: (25 minutes) [ref. Alex Goforth & Hailee Klauka, ECI 435]

- Divide class into groups
 - Autoworkers
 - Farmers
 - Bankers
 - Teachers
 - Construction
 - Store clerk
 - Nurse/Doctor
- Each group will receive an occupation card describing their occupation and lifestyle scenario. Each group will also receive a budget sheet. With each “turn” each group will choose a slip of paper from the bowl that describes some kind of life event that would

have happened during the Great Depression. Most of them will be negative, a few will be more positive. These events will be generic enough they could apply to any group. However, each group will have to factor that event into their lifestyle accordingly and make choices for their future, and their outcome will be different depending on their occupation and choices.

- After the game is over, each group will takes turns briefly sharing what happened in the game. They can describe what happened in their life (what events they drew) and how they ended up at the end of the game.

Closure: (5 minutes)

- Exit pass: Individually, reflect on the experience in the game. What happened to each group were actually very real scenarios. How would you feel if this actually happened?

Evaluation:

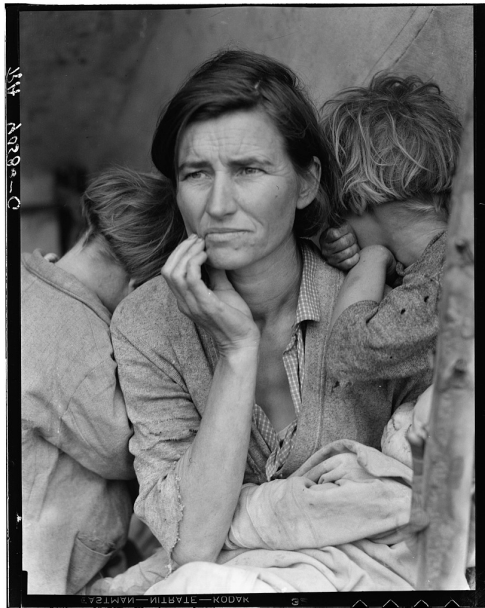
- Guided notes/timeline
- Group budget sheet
- Group discussion after game
- Exit pass

Reflection:

To be added

Appendix of Materials:

“Migrant Mother” & “Billboard on U.S. Highway 99 in California,” Library of Congress.



Link to prezzi on Great Depression: <http://prezi.com/bc9a42utuxb7/great-depression-world-at-war-unit-day-5/>

Great Depression LIFE

Your Occupation:

Your Yearly Salary:

Family Members:

Starting Budget:

/12 = _____ per year
_____ per month

Month 1

Monthly Budget:

Rent:

Food:

Additional Costs:

Bonuses:

Total:

Month 2

Monthly Budget:

Rent:

Food:

Additional Costs:

Bonuses:

Total:

Month 3

Monthly Budget:

Rent:

Food:

Additional Costs:

Bonuses:

Total:

Month 4

Monthly Budget:

Rent:

Food:

Additional Costs:

Bonuses:

Total:

Occupation Cards

Autoworker

You are an autoworker who works in a factory. You are the only worker in your home and have to support your family of four people. You live in the city and don't make much money, so you live in an apartment that costs \$32/month and take the bus to work, which costs .50/week. You also have to provide food for your family, which costs about \$48/week, and clothing, which costs \$160/year. You work 40 hours per week for .58 an hour, which makes about \$1,206 per year.

Farmer

You are a farmer that owns his own farm and produces corn and wheat. You have a family of seven who contribute on the farm. You own your own house, and a car that you spend about \$1.50/week on gas. Feeding your family costs about \$50/month, and clothing them costs about \$150/year, and farm expenses this year will cost \$735. Your income depends on the market, but this year will probably be only around \$500.

Banker

You are a banker who managed to hold onto his job after the stock market crash. You must support a family of four, and though you have bought your own house you have to pay mortgage every month of \$41. You also have to feed your family, which costs about \$48/month, and clothe them, which costs about \$160/year. You drive a car to and from work which costs about \$1.50/week in gas. Your salary is \$1,300 per year.

Teacher

You are a teacher and the only worker in the family. You live in a house that has a mortgage of \$41/month, and drive a car to work which costs about \$1.50 per week. You also have to feed your family, which costs about \$48/month, and clothe them, which costs about \$160/year. Your salary is \$1,200 per year.

Construction Worker

You are a construction worker. You live in the city with your spouse, who does not work. You live in an apartment in the city and have to pay rent of \$32/month. You take the bus to work which costs about .50/week. Food for you and your spouse costs about \$24/month and clothing costs \$80/year. Your work forty hours per week for .49/hour, and make about \$1,019/year.

Sales Clerk

You are a sales clerk. You are single and only have to support yourself. You live in the city in an apartment that costs \$32/month, and take the bus to work which costs .50/week. It costs about \$12/month to feed yourself, and \$40/year to clothe yourself. You make \$1,100/year.

Event Slips

You lost your job.

Unfortunately your boss decided he needed to lay off some people today, and you were one of them. You are now out of a job.

You lost your job.

Unfortunately your boss decided he needed to lay off some people today, and you were one of them. You are now out of a job.

You lost your job.

Unfortunately your boss decided he needed to lay off some people today, and you were one of them. You are now out of a job.

You lost your job.

Unfortunately your boss decided he needed to lay off some people today, and you were one of them. You are now out of a job.

Your hours got cut.

This week your boss was ahead and payroll and decided he needed to cut some hours. Instead of forty hours of this week, you can only work thirty. Factor this into your costs by allowing for only thirty hours this week. Be grateful you didn't lose your job completely!

Your hours got cut.

This week your boss was ahead and payroll and decided he needed to cut some hours. Instead of forty hours of this week, you can only work thirty. Factor this into your costs by allowing for only thirty hours this week. Be grateful you didn't lose your job completely!

Your car broke down.

On your way home from work your car broke down. The repair will cost \$20, and you must get it fixed before you can use your car to go to work again.

Your child/spouse is sick.

Your child/spouse just came down with the flu. To get better, he/she needs to visit the doctor (a \$5 cost), and will also need medicine (\$10).

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Your child/spouse just came down with the flu. To get better, he/she needs to visit the doctor (a \$5 cost), and will also need medicine (\$10).

Your child/spouse is sick.

Your child/spouse just came down with the flu. To get better, he/she needs to visit the doctor (a \$5 cost), and will also need medicine (\$10).

Your roof fell in.

Last night a huge storm hit and caused significant damage to your roof. You have to get the roof fixed to continue living in the house. The repair is going to cost \$60.

Gas prices went up.

Unfortunately gas prices went up this week. Factor this into your costs – if you have a car you now pay .15/gallon for gas, and if you ride the bus the fare is now \$.12/day and .60/week.

It's Your Birthday.

Your birthday is this week and your friends and relatives scraped together some money as a gift – you have an extra \$15 this week.

It's Your Birthday.

Your birthday is this week and your friends and relatives scraped together some money as a gift – you have an extra \$15 this week.

You found a \$10 bill.

It's your lucky day! You found a \$10 bill on the sidewalk this afternoon – that's ten more dollars in your budget this week.

Someone stole your wallet.

Someone stole your wallet when you went grocery shopping today – you had \$5 in cash. Take out \$5 from your budget for this week.

Someone stole your wallet.

Someone stole your wallet when you went grocery shopping today – you had \$5 in cash. Take out \$5 from your budget for this month.

Your relative asks to borrow money.

Your brother, who just lost his job and has a family of four, comes and asks to borrow some money for groceries this week. You don't have a lot, but can't say no. You gave your brother \$5, so factor that into your budget this month.

You find another job.

This week you managed to find another job as a grocery attendant. You can only work part time (20 hours a week or less) and get .17/hour. From now on you will have an additional \$13.60/month in your budget.

You find another job.

This week you managed to find another job as a grocery attendant. You can only work part time (20 hours a week or less) and get .17/hour. From now on you will have an additional \$13.60/month in your budget.

You broke your arm.

While you were trying to do some repair work on the house today you fell and broke your arm. It will cost \$18 to fix your arm, and it also means you can't work this month.

You win \$20.

Congratulations! This week you gambled on a horse race and won \$20. Factor this additional income into your budget this month.

You win \$20.

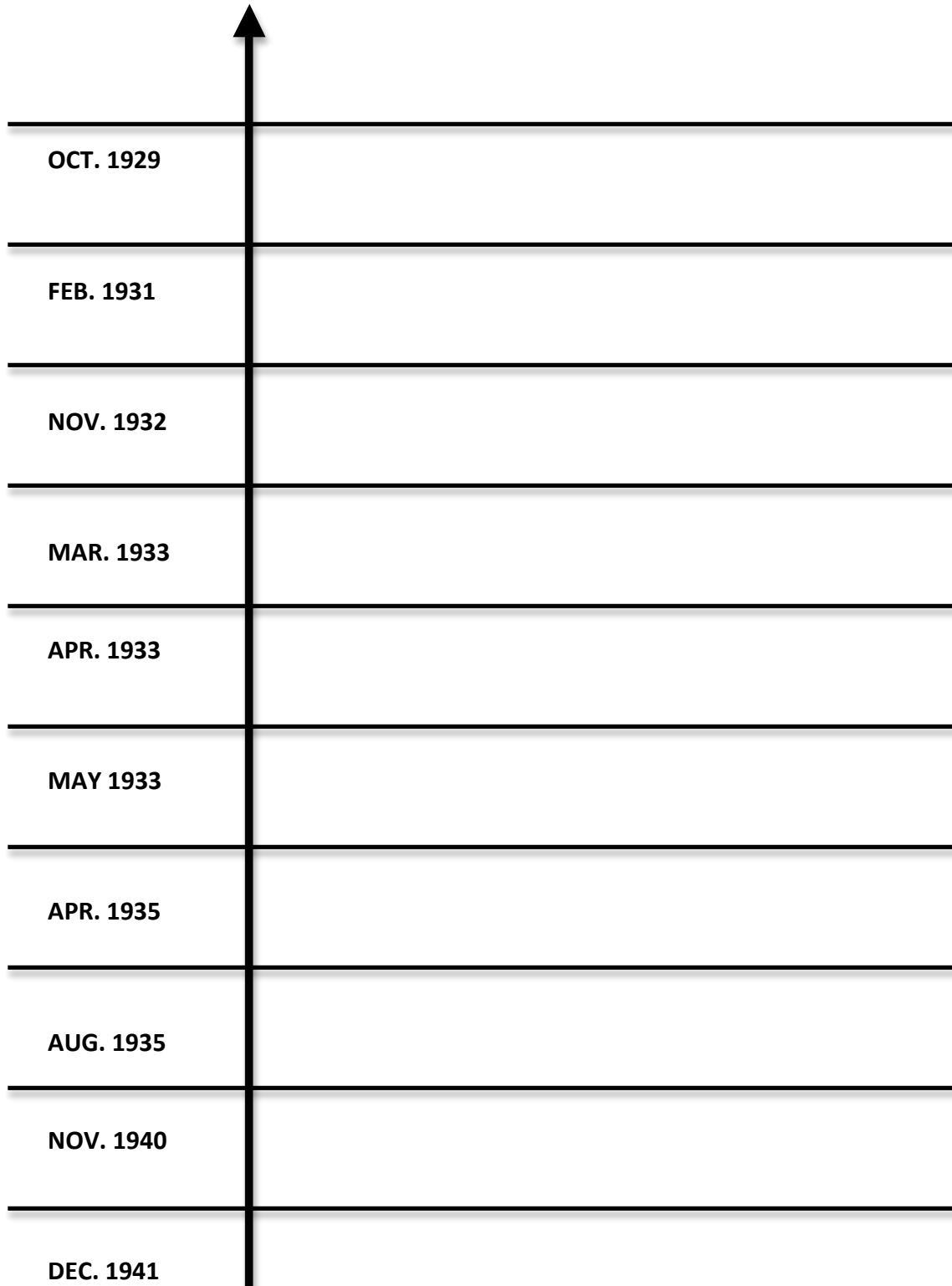
Congratulations! This week you gambled on a horse race and won \$20. Factor this additional income into your budget this month.

You win \$20.

Congratulations! This week you gambled on a horse race and won \$20. Factor this additional income into your budget this month.

Great Depression

Timeline of Events



Stephanie Doss, ECI 435, 12/6/12

World At War/Leaders of WWII

Context: This lesson immediately follows the lesson about the Great Depression in the US. It serves as a transition from WWI to WWII, and an introduction to why some of the leaders of WWII came into power. The contributing factors of why WWII took place will also be introduced. Taking a close look at the leaders of the European countries that moved toward Fascism, Nazism, etc. is the vehicle used to explain the context of the time period.

Plan Number: 6/15

Primary Instructional Objectives:

Cognitive:

- 2.1 Recognize cause and effect relationships between events
- 3.1 Determine the responsibility of individuals in society
- 3.3 Compare actions of important individuals in history

Affective:

- 3.1 Contribute to group work

Performance:

- 2.2 Contribute written work
- 3.1 Evaluate credibility and purpose of sources
- 3.2 Collect information from sources

Common Core Standards:

[CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[CCSS.ELA-Literacy.RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.

[CCSS.ELA-Literacy.RH.6-8.9](#) Analyze the relationship between a primary and secondary source on the same topic.

Social Studies Essential Standards:

7.C&G.1 Understand the development of government in modern societies and regions.

7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

Materials/Resources:

- Presentation on rise of leaders
- Handout/graphic organizer on WWII leaders
- Primary sources – speeches or writings from each leader
- Secondary sources on each leader

Time: 45 minutes

Instructional Procedures:

Warm Up: (5 minutes)

- At the beginning of class, show short video of Hitler speaking/a Nazi rally.
- Have a short discussion about the video. Discussion questions:
 - What are your initial reactions to this video?
 - What did you notice about the people in the video? What did you notice about Hitler – his mannerisms, way of speaking, etc.?

Minilesson: (10 minutes)

- Minilesson on Europe Post WWI/Pre WWII. Focus on the economic situation in each nation to provide the setup for each leader from those nations.

Main Activity: (25 mins)

- Explain to students we will be investigating the people we just talked about – the leaders that will take us into WWII. We'll take a look at their backgrounds, reasoning, and how they came to power.
- Divide students into groups – each group will focus on a different leader.
 - Hitler
 - Stalin
 - Mussolini
 - Franco
- Each group will receive a portfolio of materials about their leader. This will include one small page for each leader with a picture and basic info. It will also include at least one primary source from that leader and one secondary source about that person that describes their rise to power. Each student will also receive a copy of the handout/graphic organizer that they can use to fill in information about each person.

- As each group reads the sources provided to them, they will create a dippity timeline for their leader and share it at the end of class. As each group shares, students complete the graphic organizer.

Closure: (5 minutes)

- After each group has presented, lead the class in a short discussion about what they noticed. Were there any commonalities between the leaders? In general, how did each one come to power? Why do you think (now, after research) these people were able to capture a nation? What qualities in general make a good leader? Target Answers:
 - Leaders were/are powerful speakers
 - Often play to emotions (negative and positive) rather than rationality
 - Recruited loyal followers who benefited from that leaders power and were invested in keeping them in power
- Exit Pass: What qualities do you think contribute to making a good leader? Which of these qualities were displayed in the people we discussed today?

Evaluation:

- Freewrite response from warm-up
- Graphic organizer handout filled out during minilesson & group presentations
- Group dippity timeline
- Exit pass

Reflection:

To be added

Appendix of Materials:

Link to prezzi: <http://prezi.com/wqalxqjaayxn/leaders-of-wwii-world-at-war-day-6/>

Profile Cards

Adolf Hitler

Born: April 20, 1889,

Branau-am-Inn, Austria

Education: Left school at 16

Political Involvement:

- WWI veteran
- German Workers Party (DAP)
- National Socialist German Workers Party (Nazi Party)

http://www.bbc.co.uk/history/people/adolf_hitler#default



Benito Mussolini

Born: July 29, 1882
Predappio, Italy

Education: None?

Political Involvement:

- Socialist Party member, 1902-1915
- Fascist Party founder, 1919

http://www.bbc.co.uk/history/historic_figures/mussolini_benito.shtml



Francisco Franco

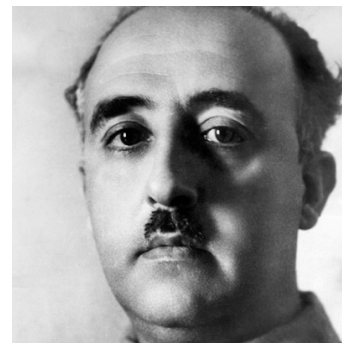
Born: December 4, 1892
El Ferrol, Spain

Education: Infantry Academy, 1907

Political Involvement:

- Appointed Military Chief of Staff, 1935
- Commander in Chief of Rebel Forces in Spanish Civil War, 1936-1939

<http://www.biography.com/people/francisco-franco-9300766>



Joseph Stalin

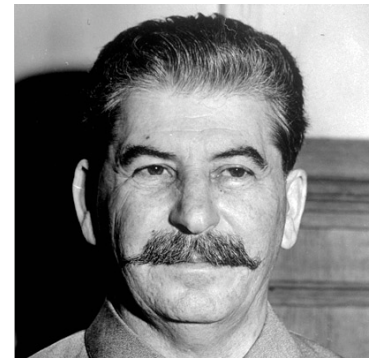
Born: December 18, 1879
Gori, Georgia

Education: Tiflis Theological Seminary (1894)

Political Involvement:

- Joined Messame Sassy (socialist group) – 1898
- Joined Social Democratic Labor Party (1901)
- General secretary of the Communist Party (1922)
- Seized control of Communist government (1924)

<http://www.biography.com/people/joseph-stalin-9491723?page=2>



Adolf Hitler

Retrieved/adapted from biography.com

Early Life

Adolf Hitler was the fourth of six children born to Alois Hitler and Klara Polzl. When Hitler was three, the family moved from Austria to Germany. As a child, Adolf clashed frequently with his father. Following the death of his younger brother, Edmund, in 1900, Adolf became detached and introverted. His father did not approve of his interest in fine art rather than business. In addition to art, Hitler showed an early interest in German nationalism, rejecting the authority of Austro-Hungary. This nationalism would become the motivating force of Hitler's life.

Alois died suddenly in 1903. Two years later, Adolf's mother allowed her son to drop out of school. He moved to Vienna and worked as a casual laborer and a watercolor painter. Hitler applied to the Academy of Fine Arts twice, and was rejected both times. Out of money, he moved into a homeless shelter, where he remained for several years. Hitler later pointed to these years as the time when he first cultivated his anti-Semitism, though there is some debate about this account.

At the outbreak of World War I, Hitler applied to serve in the German army. He was accepted in August 1914, though he was still an Austrian citizen. Although he spent much of his time away from the front lines, Hitler was present at a number of significant battles and was wounded at the Somme. He was decorated for bravery, receiving the Iron Cross First Class and the Black Wound Badge.

Hitler became embittered over the collapse of the war effort. The experience reinforced his passionate German patriotism, and he was shocked by Germany's surrender in 1918. Like other German nationalists, he believed that the German army had been betrayed by civilian leaders and Marxists. He found the Treaty of Versailles degrading, particularly the demilitarization of the Rhineland and the stipulation that Germany accept responsibility for starting the war.

After World War I, Hitler returned to Munich and continued to work for the military as an intelligence officer. While monitoring the activities of the German Workers' Party (DAP), Hitler adopted many of the anti-Semitic, nationalist and anti-Marxist ideas of DAP founder Anton Drexler. Drexler invited Hitler to join the DAP, which he did in 1919.

Hitler's vitriolic beer-hall speeches began attracting regular audiences. Early followers included army captain Ernst Rohm, the head of the Nazi paramilitary organization, the Sturmabteilung (SA), which protected meetings and frequently attacked political opponents. On November 8, 1923, Hitler and the SA stormed a public meeting of 3,000 people at a large beer hall in Munich. Hitler announced that the national revolution had begun and declared the formation of a new government. After a short struggle including 20 deaths, the coup, known as the "Beer Hall Putsch," failed.

Hitler was arrested three days later and tried for high treason. He served a year in prison, during which time he dictated most of the first volume of *Mein Kampf* ('My Struggle') to his deputy, Rudolf Hess. The book laid out Hitler's plans for transforming German society into one based on race.

Rise to Power

The Great Depression in Germany provided a political opportunity for Hitler. Germans were ambivalent to the parliamentary republic and increasingly open to extremist options. In 1932, Hitler ran against Paul von Hindenburg for the presidency. Hitler came in second in both rounds of the election, garnering more than 35 percent of the vote in the final election. The election established Hitler as a strong force in German politics. Hindenburg reluctantly agreed to appoint Hitler as chancellor in order to promote political balance.

Hitler used his position as chancellor to form a de facto legal dictatorship. The Reichstag Fire Decree, announced after a suspicious fire at the Reichstag, suspended basic rights and allowed detention without trial. Hitler also engineered the passage of the Enabling Act, which gave his cabinet full legislative powers for a period of four years and allowed deviations from the constitution.

Having achieved full control over the legislative and executive branches of government, Hitler and his political allies embarked on a systematic suppression of the remaining political opposition. By the end of June, the other parties had been intimidated into disbanding. On July 14, 1933, Hitler's Nazi Party was declared the only legal political party in Germany.

The day before Hindenburg's death in August 1934, the cabinet had enacted a law abolishing the office of president and combining its powers with those of the chancellor. Hitler thus became head of state as well as head of government, and was formally named as leader and chancellor. As head of state, Hitler became supreme commander of the armed forces. He began to mobilize for war. Germany withdrew from the League of Nations, and Hitler announced a massive expansion of Germany's armed forces.

A main Nazi concept was the notion of racial hygiene. New laws banned marriage between non-Jewish and Jewish Germans, and deprived "non-Aryans" of the benefits of German citizenship. Hitler's early eugenic policies targeted children with physical and developmental disabilities, and later authorized a euthanasia program for disabled adults.

The Holocaust was also conducted under the auspices of racial hygiene. Between 1939 and 1945, Nazis and their collaborators were responsible for the deaths of 11 million to 14 million people, including about 6 million Jews, representing two-thirds of the Jewish population in Europe. Deaths took place in concentration and extermination camps and through mass executions. Other persecuted groups included Poles, communists, homosexuals, Jehovah's Witnesses and trade unionists, among others. Hitler probably never visited the concentration camps and did not speak publicly about the killings.

Benito Mussolini

Retrieved/adapted from History.com & bbc.co.uk

Benito Amilcare Andrea Mussolini was born on 29 July 1883 in Predappio in northern central Italy. His father was a blacksmith. Employment prospects in the area were poor so in 1902 Mussolini moved to Switzerland, where he became involved in socialist politics. He returned to Italy in 1904, and worked as a journalist in the socialist press, but his support for Italy's entry into World War One led to his break with socialism. He was drafted into the Italian army in September 1915.

In March 1919, Mussolini formed the Fascist Party, galvanising the support of many unemployed war veterans. He organised them into armed squads known as Black Shirts, who terrorised their political opponents. In 1921, the Fascist Party was invited to join the coalition government.

By October 1922, Italy seemed to be slipping into political chaos. The Black Shirts marched on Rome and Mussolini presented himself as the only man capable of restoring order. King Victor Emmanuel invited Mussolini to form a government. Mussolini gradually dismantled the institutions of democratic government and in 1925 made himself dictator, taking the title 'Il Duce'. He set about attempting to re-establish Italy as a great European power. The regime was held together by strong state control and Mussolini's cult of personality.

Wishful thinking, megalomania, and Fascist ideology gradually overwhelmed Mussolini's common sense. He interpreted diplomatic victories over Britain and France during the Ethiopian and Spanish wars (1935-1939) as proof of his military genius. Because of his parents' and older brother's short lives, Mussolini expected to die young but considered himself uniquely capable of leading Italy to greatness. Therefore he perceived a fleeting historical opportunity (1935-1945) for spectacular Italian aggrandizement by pitting Fascist-Nazi power against French-British decadence. Mussolini decided to gamble for a Mediterranean-African empire through war with the west. Winning Caesarian glory would gain him the prestige necessary to abolish the monarchy and create a truly totalitarian state.

In 1935, Mussolini invaded Abyssinia (now Ethiopia) and incorporated it into his new Italian Empire. He provided military support to Franco in the Spanish Civil War. Increasing co-operation with Nazi Germany culminated in the 1939 Pact of Steel. Influenced by Hitler, Mussolini began to introduce anti-Jewish legislation in Italy. He declared war on Britain and France in June 1940.

Francisco Franco

Retrieved/adapted from biography.com

Early Life

Francisco Franco was born Francisco Paulino Hermenegildo Teódulo Franco Bahamonde in El Ferrol, Spain, in 1892. Franco's father was an officer in the Spanish Naval Administrative Corps, and his mother was a conservative, upper-middle-class Roman Catholic. The previous four generations of Franco's family, and his elder brother, were naval officers, and Franco himself seemed destined to follow that path. Reduced admissions to the Naval Academy, however, forced him instead to enlist in the army, and in 1907, when he was just 14 years old, Franco entered the Infantry Academy at Toledo. When he graduated three years later, he volunteered for active duty in the campaigns in Spanish Morocco and was stationed there in 1912.

In 1913, at age 20, he was promoted to first lieutenant and served in an elite company of the Moroccan-based Spanish cavalry. Franco was a quick study and a born commander, and he soon won a reputation for complete dedication to the profession and the troops under his command. In 1915, Franco became the youngest captain in the Spanish army, and in 1920 he was chosen to be second in command of the Spanish Foreign Legion (he took full command in 1923; he also married Carmen Polo that year, and she would give birth to a daughter, Carmen, three years later).

During the Moroccan campaigns, the Foreign Legion played a key role in subduing the Moroccan rebels and bringing the insurgency to an end, and Franco's role in the suppression made him a national hero. In 1926, at age 33, he became a brigadier general, and just two years later he was named director of the General Military Academy in Saragossa, which found him visiting military schools in Germany and France.

A Change in Spain

In 1931, Spain's King Alfonso XIII, under the pressure of his country's sagging economy, agreed to hold democratic elections. It was the first time in nearly 60 years that free elections were allowed in Spain, and the people voted overwhelmingly for a republic and Spain's monarchy was finished. Alfonso decided to go into exile to avoid large-scale violence, and he left the country in April 1931.

The leaders of the new Spanish republic initiated a major military reform, and Franco's career was briefly sidetracked, as the General Military Academy was dissolved and Franco was placed on the inactive list. Though he was a loyal monarchist, Franco accepted both the new regime and his new status in stride, and when elections gave conservatives control of the republic in 1933, Franco's command was reactivated and he was promoted to major general in 1934.

Rising Through the Ranks

Francisco Franco's ascension through Spain's military accelerated in October 1934, when he was called in to quell a bloody uprising of Asturian miners, a group representative of left-wing causes. His success in this operation made him a national figure, and in May 1935 he was appointed chief of staff of the Spanish army. Once in place, he began strengthening military institutions and emphasizing discipline in the ranks.

Following a slew of scandals, the Spanish parliament was dissolved, new elections were scheduled for February 1936, and the left eventually prevailed. The new government could not stop the crumbling Spanish social and economic structure, however, and the country found itself immersed in anarchy. Franco requested that the government declare a state of emergency, but he was refused, stripped of his chief of staff position, and sent to an insignificant command post in the Canary Islands. From his new post, Franco watched Spain's political system disintegrate, but he refused to join any movement against the government. By July, though, he finally decided to join the rebels.

Spanish Civil War

On July 18, 1936, from the Canary Islands, Francisco Franco broadcast his manifesto announcing a full military rebellion, and the uprising began on the mainland that same morning. Within 24 hours he was firmly in control of the Spanish army, and he soon advanced toward Madrid, which was held by the republic. As the troops approached the city, seeing Madrid as the symbol of the leftist government about to be toppled, the movement's leaders decided to choose a commander in chief. Franco was the obvious choice, and he became head of state of the new Nationalist regime on October 1, 1936. But the rebel government did not fully seize the reins of the country immediately, and the Spanish Civil War would last for more than three years.

In April 1937, Franco unified the Falange Española (Mussolini-inspired Spanish fascists) and the Carlists (another right-wing group) with other small right-wing parties and from them formed the Falange Española Tradicionalista (which became the regime's official political face), and Franco was appointed the group's leader. Emulating the tactics of Adolf Hitler in Nazi Germany, oversized posters of Franco were displayed all over Spain, emblazoned with the slogan, "One State! One Country! One Chief! Franco! Franco! Franco!"

With superior military strength and continual assistance from German and Italian troops, Franco's Nationalist Army slowly began to take control of Spain, region by region. Once Badajoz and Bilbao fell, Franco focused on finally taking Madrid, eventually doing so on March 31, 1939, and April 1 marked Franco's complete and unconditional victory.

Joseph Stalin

Retrieved/adapted from biography.com

Early Life

On December 18, 1879, in the Russian peasant village of Gori, Georgia, Iosif Vissarionovich Dzhugashvili (later known as Joseph Stalin) was born. The son of Besarion Jughashvili, a cobbler, and Ketevan Geladze, a washerwoman, Joseph was a frail child. At age 7, he contracted smallpox, leaving his face scarred and his left arm slightly deformed. The other village children treated him cruelly, instilling in him a sense of inferiority. Because of this, Joseph began a quest for greatness and respect. He also developed a cruel streak for those who crossed him.

Joseph's mother, a devout Russian Orthodox Christian, wanted him to become a priest. In 1888, she managed to enroll him in church school in Gori. Joseph did well in school, and his efforts gained him a scholarship to Tiflis Theological Seminary in 1894. A year later, Joseph came in contact with Messame Dassy, a secret organization that supported Georgian independence from Russia. Some of the members were socialists who introduced him to the writings of Karl Marx and Vladimir Lenin. Joseph joined the group in 1898.

Though he excelled in seminary school, Joseph left in 1899. Accounts differ as to the reason; official school records state he was unable to pay the tuition and withdrew. It's also speculated he was asked to leave due to his political views challenging the tsarist regime of Nicholas II. Joseph chose not to return home, but stayed in Tiflis, devoting his time to the revolutionary movement. For a time, he found work as a tutor and later as a clerk at the Tiflis Observatory. In 1901, he joined the Social Democratic Labor Party and worked full-time for the revolutionary movement. In 1902, he was arrested for coordinating a labor strike and exiled to Siberia, the first of his many arrests and exiles in the fledgling years of the Russian Revolution. It was during this time that Joseph adopted the name "Stalin," meaning steel in Russian.

In February 1917, the Russian Revolution began. By March, the tsar had abdicated the throne and was placed under house arrest. For a time, the revolutionaries supported a provisional government, believing a smooth transition of power was possible. In April 1917, Bolshevik leader Vladimir Lenin denounced the provisional government, arguing that the people should rise up and take control by seizing land from the rich and factories from the industrialists. By October, the revolution was complete and the Bolsheviks were in control.

Communist Party Leader

he fledgling Soviet government went through a violent period after the revolution as various individuals vied for position and control. In 1922, Stalin was appointed to the newly created office of general secretary of the Communist Party. Though not a significant post at the time, it gave Stalin control over all party member appointments, which allowed him to build his base. He made shrewd appointments and consolidated his power so that eventually nearly all members of the central command owed their position to him. By the time anyone realized what he had done, it was too late. Even Lenin, who was gravely ill, was helpless to regain control

from Stalin.

After Lenin's death, in 1924, Stalin set out to destroy the old party leadership and take total control. At first, he had people removed from power through bureaucratic shuffling and denunciations. Many were exiled abroad to Europe and the Americas, including presumed Lenin successor Leon Trotsky. However, further paranoia set in and Stalin soon conducted a vast reign of terror, having people arrested in the night and put before spectacular show trials. Potential rivals were accused of aligning with capitalist nations, convicted of being "enemies of the people" and summarily executed. The purges eventually extended beyond the party elite to local officials suspected of counterrevolutionary activities.

In the late 1920s and early 1930s, Stalin reversed the Bolshevik agrarian policy by seizing land given earlier to the peasants and organizing collective farms. This essentially reduced the peasants back to serfs, as they had been during the monarchy. Stalin believed that collectivism would accelerate food production, but the peasants resented losing their land and working for the state. Millions were killed in forced labor or starved during the ensuing famine. Stalin also set in motion rapid industrialization that initially achieved huge successes, but over time cost millions of lives and vast damage to the environment. Any resistance was met with swift and lethal response; millions of people were exiled to the labor camps of the Gulag or were executed.

Excerpt from *Mein Kampf*

Adolf Hitler, 1926

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/kampf.html>

The ignorance of the broad masses about the inner nature of the Jew, the lack of instinct and narrow-mindedness of our upper classes, make the people an easy victim for this Jewish campaign of lies.

While from innate cowardice the upper classes turn away from a man whom the Jew attacks with lies and slander, the broad masses from stupidity or simplicity believe everything. The state authorities either cloak themselves in silence or, what usually happens, in order to put an end to the Jewish press campaign, they persecute the unjustly attacked, which, in the eyes of such an official ass, passes as the preservation of state authority and the safeguarding of law and order.

Slowly fear and the Marxist weapon of Jewry descend like a nightmare on the mind and soul of decent people.

They begin to tremble before the terrible enemy and thus have become his final victim.

The Jew's domination in the state seems so assured that now not only can he call himself a Jew again, but he ruthlessly admits his ultimate national and political designs. A section of his race openly owns itself to be a foreign people, yet even here they lie. For while the Zionists try to make the rest of the world believe that the national consciousness of the Jew finds its satisfaction in the creation of a Palestinian state, the Jews again slyly dupe the dumb *Goyim*. It doesn't even enter their heads to build up a Jewish state in Palestine for the purpose of living there; all they want is a central organization for their international world swindle, endowed with its own sovereign rights and removed from the intervention of other states: a haven for convicted scoundrels and a university for budding crooks.

It is a sign of their rising confidence and sense of security that at a time when one section is still playing the German, Frenchman, or Englishman, the other with open effrontery comes out as the Jewish race.

How close they see approaching victory can be seen by the hideous aspect which their relations with the members of other peoples takes on.

With satanic joy in his face, the black-haired Jewish youth lurks in wait for the unsuspecting girl whom he defiles with his blood, thus stealing her from her people. With every means he tries to destroy the racial foundations of the people he has set out to subjugate. Just as he himself systematically ruins women and girls, he does not shrink back from pulling down the blood barriers for others, even on a large scale. It was and it is Jews who bring the Negroes into the Rhineland, always with the same secret thought and clear aim of ruining the hated white race by the necessarily resulting bastardization, throwing it down from its cultural and political height, and himself rising to be its master.

For a racially pure people which is conscious of its blood can never be enslaved by the Jew. In this world he will forever be master over bastards and bastards alone.

And so he tries systematically to lower the racial level by a continuous poisoning of individuals.

And in politics he begins to replace the idea of democracy by the dictatorship of the proletariat.

In the organized mass of Marxism he has found the weapon which lets him dispense with democracy and in its stead allows him to subjugate and govern the peoples with a dictatorial and brutal fist.

He works systematically for revolutionization in a twofold sense: economic and political. Around peoples who offer too violent a resistance to attack from within he weaves a net of enemies, thanks to his international influence, incites them to war, and finally, if necessary, plants a flag of revolution on the very battlefields.

In economics he undermines the states until the social enterprises which have become unprofitable are taken from the state and subjected to his financial control.

In the political field he refuses the state the means for its self-preservation, destroys the foundations of all national self-maintenance and defense, destroys faith in the leadership, scoffs at its history and past, and drags everything that is truly great into the gutter.

Culturally, he contaminates art, literature, the theater, makes a mockery of natural feeling, overthrows all concepts of beauty and sublimity, of the noble and the good, and instead drags men down into the sphere of his own base nature.

Religion is ridiculed, ethics and morality represented as outmoded, until the last props of a nation in its struggle for existence in this world have fallen.

Now begins the great last revolution. In gaining political power the Jew casts off the few cloaks that he still wears. The democratic people's Jew becomes the blood-Jew and tyrant over peoples. In a few years he tries to exterminate the national intelligentsia and by robbing the peoples of their natural intellectual leadership makes them ripe for the slave's lot of permanent subjugation.

The most frightful example of this kind is offered by Russia, where he killed or starved about thirty million people with positively fanatical savagery, in part amid inhuman tortures, in order to give a gang of Jewish journalists and stock exchange bandits domination over a great people.

The end is not only the end of the freedom of the peoples oppressed by the Jew, but also the end of this parasite upon the nations. After the death of his victim, the vampire sooner or later dies too [pp. 293-296]

SPEECH DELIVERED BY PREMIER BENITO MUSSOLINI

Rome, Italy, February 23, 1941 [1]

Follow me now please:

First, in war potentiality Germany not only did not decrease after seventeen months of war, but increased in gigantic proportions. From the standpoint of human losses, they have been at a minimum if compared with the masses in action. Losses of materials were more than compensated for by immense booty and were absolutely insignificant.

The unity of political and military command in the hands of the Fuehrer-he who once was simple soldier and volunteer Adolf Hitler-gives to the operations an enthusiastic, irresistible, revolutionary and therefore National Socialist rhythm that begins with the highest generals and goes to the humblest soldiers. Britain will realize that once again.

Second, German armaments are in quality and quantity infinitely superior to those available at the start of the war. Germany has not yet brought to the limit the employment of her human forces. For Italy it is just the same. We have at present under arms more than 2,000,000 men, but within the year we will, if necessary, reach, 4,000,000.

Third, while during the World War Germany was isolated from Europe and the world, today the Axis is master of the Continent and allied with Japan. The Scandinavian world (Finland, Sweden, Norway, Denmark) is directly or indirectly inside the German orbit. The Danubian and Balkan world cannot ignore and does not ignore the Axis, Hungary and Rumania have joined the Tripartite Pact. Occupied France, Belgium, Holland and Luxembourg are, like the Scandinavian and Danubian worlds, within the orbit of Germany. In the Mediterranean Italy is allied with a friendly Spain. There remains Russia, but her fundamental interests advise her also to follow in the future a good-neighbor policy with Germany. Europe therefore, with the exception of Portugal, Switzerland and, for a little while yet, Greece, is all outside the orbit of Britain and against Britain.

Fourth, with this situation things are diametrically opposed to conditions from 1914 to 1918. Then the blockade was a terrible weapon in the hands of Great Britain. Today this is a broken weapon because, from being a blockading nation, Britain became blockaded by the Axis air and naval forces and will increasingly be blockaded until catastrophe comes.

Fifth, the morale of the Axis people is infinitely superior to the morale of the British people. The Axis fights in certainty of victory, while the British fight because, as Lord Halifax said, they have no other choice. It is highly ridiculous to count on the eventual moral breakdown of the Italian people. This will never happen. To speak of a separate peace is idiotic.

Churchill has not the least idea of the spiritual forces of the Italian people or of what Fascism can do. We can understand Churchill's ordering the shelling of industrial plants at Genoa to disrupt work, but to shell the city in order to break down its morale is a childish illusion. It

means that the British do not at all know the race temperament of the Ligurian people in general and the Genoese in particular. It means that they are ignorant of the civilian virtues and proud patriotism of the people who gave the fatherland Columbus, Garibaldi and Mazzini. Sixth, Great Britain is alone. This isolation pushes her toward the United States, from which she urgently and desperately seeks aid. The industrial power of the United States certainly is great, but for aid to be useful supplies must safely reach England and also be of such quantity as not only to replace the destruction already inflicted and that which will come to the industrial plants of Britain, but also to bring about superiority over Germany. This is impossible because Germany now works with the men, machines and raw materials of the entire European Continent.

Seventh, when Great Britain falls, then the war will be ended, even if by any chance it should die out slowly in other countries of the British Empire. Unless-and it is possible-these countries, where already something is fermenting, do not teach their independence once the metropolitan area is conquered. This would bring about a change not only in the European political map, but also in the world's map.

Eighth, in this gigantic struggle Italy has a first-class job. Our war power also improves daily in quality and quantity. Two of the three great ships damaged at Taranto are already in the way of complete repair. Technicians and workers toiled day and night, giving a convincing demonstration not only of their professional capacity but also of their patriotism. When the war is over, in the world's social revolution that will be followed by a more equitable distribution of the earth's riches, due account must be kept of the sacrifices and of the discipline maintained by the Italian workers. The Fascist revolution will make another decisive step to shorten social distances.

Ninth, that Fascist Italy dared measure herself against Great Britain is a matter of pride that will live through the centuries. It was an act of conscious daring. People become great by daring, risking and suffering, and not by placing themselves by the wayside in parasitic and vile expectancy. The protagonists of history can revindicate their rights, but simple spectators never can.

Tenth, to beat the Axis, Great Britain's armies would have to land on the Continent, invade Germany and Italy and defeat their armies, and this no Englishman, no matter how insane and delirious by the use and abuse of drugs and alcohol, can even dream of.

Let me say now that what is occurring in the United States is one of the most colossal mystifications in all history. Illusion and lying are the basis of American interventionism-illusion that the United States is still a democracy, when instead it is a political and financial oligarchy dominated by Jews, through a personal form of dictatorship. The lie is that the Axis powers, after they finish Great Britain, want to attack America.

Neither in Rome nor Berlin are such fantastic plans as this prepared. These projects could not be made by those who have an inclination for the madhouse. Though we certainly are totalitarian and will always be so, we have our feet on hard ground. Americans who will read

what I say should be calm and not believe in the existence of a big bad wolf who wants to devour them.

In all cases it is more likely that the United States, before it is attacked by Axis soldiers, will be attacked by the not well known but very warlike inhabitants of the planet Mars, who will descend from the stratosphere in unimaginable flying fortresses.

Rome comrades! Through you I want to speak to the Italian people, to the authentic, real, great Italian people, who fight with the courage of lions on land, sea and air fronts; people who early in the morning are up to go to work in fields, factories and offices; people who do not permit themselves luxuries, not even innocent ones.

They absolutely must not be confused or contaminated by the minority or well-known poltroons, anti-social individuals and complainers, who grumble about rations and regret their suspended comforts, or by snakes, the remains of the Masonic lodges, whom we will crush without difficulties when and how we want.

The Italian people, the Fascist people deserve and will have victory. The hardships, suffering and sacrifices that are faced with exemplary courage and dignity by the Italian people will have their day of compensation when all the enemy forces are crushed on the battlefields by the heroism of our soldiers and a triple, immense cry will cross the mountains and oceans like lightning and light new hopes and give new certainties to spirit multitudes: Victory, Italy, peace with justice among peoples!

[1] New York Times, February 24, 1941.

<http://www.ibiblio.org/pha/policy/1941/410223a.html>

GENERALISSIMO FRANCISCO FRANCO'S SPEECH TO FALANGIST PARTY COUNCIL PRAISING GERMAN, ITALIAN, AND SPANISH FASCISM

Madrid, December 8, 1942

New York *Times*, December 9, 1942.

<http://www.ibiblio.org/pha/policy/1942/421208a.html>

I want my first words inaugurating the task of this third national council of the Falange to be clear regarding the statement of our political faith.

For three years of war and for three years of what we wrongly called peace we have had to struggle on in concerted endeavor. No one will be astonished if now, when this phase may be considered overcome, we throw off whatever and whoever would like to deflect us from marching toward fulfillment of our movement.

On this depends the destiny of Spain and the preservation of her eternal values, the suppression of which would imply slavery and chaos. On this path we must be intransigent in exacting sacrifices from all for the benefit of our national unity—a guarantee of Spain's future.

The people might not be with Spain, but what is inadmissible is that any one should be against Spain. The foundations of our policy were laid in the beginnings of our movement, when our youth prepared itself for fight and engendered a spirit of our crusade that they derived from our soundest traditions of spiritual values and merged them with the social yearnings of our times.

We are living through historical moments that have so complicated a nature that, just as external events produce reaction in the internal life of a nation, so the internal life has had effects beyond its frontiers. For this reason our political attitude sought to correlate our actions in the international sphere with the supreme needs of our own country.

We are actors in a new era in which we can have no truck with the mentality of the past. Spain's way of thinking cannot go back to the nineteenth century, accursed by so many false conceptions. It is necessary for Spaniards to abandon the old liberal prejudices and take a survey of Europe in order to analyze contemporary history.

We do not belong to a world of our own, as distinct from Europe, even though we have our own characteristics and spiritual reserves.

All contemporary events show us we are witnessing the end of one era and the beginnings of another; that the liberal world is going down a victim to its own errors, and with it are disappearing commercial imperialism, financial capitalism and mass unemployment. The happiness promised by the French revolution became nothing but barter business, competition, low wages and mass insecurity.

Wealth did not go hand in hand with equitable distribution. The important part of humanity was prey to misery. Freedom is impossible as long as bondage and want exist. Cleverly exploited Marxist slogans caught on with the masses because they deceitfully promised a change in the justice of the pressing situation.

The liberal world, in giving adult suffrage, made them conscious of their own strength. Then the revolutionary process, accelerated by various crises, started. During the last war Russian demobilization led to a situation in which communism seized power and established a barbarian dictatorship of the proletariat. A similar phenomenon manifested itself in Italy after the war, but Mussolini's genius instilled all just and human elements interested in the Italian revolution into the Fascists' aims.

Mussolini welded the two elements closely and united his own heart into the synthesis of the fascist revolution—a social urge and a national idea. Later, Germany found a new solution for the popular yearnings in national socialism, which unites the national and social idea for the second time in Europe with the special peculiarities of race thirsting for international justice.

Those are not isolated movements, but rather aspects of one and the same general movement and mass rebellion throughout the world. On the face, a new useful consciousness emerged, which reacts against the hypocrisy and inefficiency of the old systems. . .

We have called you together to carry our work to completion. It is heralded by continuous triumphs of our State, magnificent work of our youth organizations, silent productive labor of our feminine section, and pious endeavors of our social institutions. But our country demands more from us. The essential task lies before the new national council. It may well be that life will become more difficult. Our paths are strewn with thorns, but there can be no flagging in pursuit of our ideals.

It is not enough to set our goal. It must be pursued with constancy and sacrifice. Fortitude, as well as good-will, is needed. When we have all this, the triumph will be complete, because we shall feel strong and secure. We have the strength of our truth, backed by the reality of our power. We promise a hard life, but a Spanish life worthy of our country and its destiny.

We do not work for ephemeral ends, but for a resplendent tomorrow. Our army has in it the flower of youth. Divine assistance clearly has shown itself to us. With it, nothing and nobody shall vanquish us. If we fought hard on our crusade, we would fight even harder if the new danger of new war should threaten us. We know that with us is life, without us, death.

JOSEPH STALIN'S SPEECH ON RED SQUARE ON ANNIVERSARY CELEBRATION OF THE OCTOBER REVOLUTION

November 7, 1941

[*Soviet Russia Today*, December, 1941.]

<http://www.ibiblio.org/pha/timeline/411107awp.html>

Comrades, Red Army and Red Navy men, commanders and political instructors, men and women workers, men and women collective farmers, intellectuals, brothers and sisters in the enemy rear who have temporarily fallen under the yoke of the German brigands, our glorious men and women guerrillas who are disrupting the rear of the German invaders!

On behalf of the Soviet Government and our Bolshevik Party I greet you and congratulate you on the 24th anniversary of the great October Socialist Revolution.

Comrades, today we must celebrate the 24th anniversary of the October Revolution in difficult conditions. The German brigands' treacherous attack and the war that they forced upon us have created a threat to our country. We have temporarily lost a number of regions, and the enemy is before the gates of Leningrad and Moscow.

The enemy calculated that our army would be dispersed at the very first blow and our country forced to its knees. But the enemy wholly miscalculated. Despite temporary reverses, our army and our navy are bravely beating off enemy attacks along the whole front, inflicting heavy losses, while our country-our whole country-has organized itself into a single fighting camp in order, jointly with our army and navy, to rout the German invaders.

There was a time when our country was in a still more difficult position. Recall the year 1918, when we celebrated the first anniversary of the October Revolution. At that time three-quarters of our country was in the hands of foreign interventionists. We had temporarily lost the Ukraine, the Caucasus, Central Asia, the Urals, Siberia and the Far East. We had no allies, we had no Red Army-we had only just begun to create it-and we experienced a shortage of bread, a shortage of arms, a shortage of equipment.

At that time 14 states were arrayed against our country, but we did not become despondent or downhearted. In the midst of the conflagration of war we organized the Red Army and converted our country into a military camp. The spirit of the great Lenin inspired us at that time for the war against the interventionists.

And what happened? We defeated the interventionists, regained all our lost territories and achieved victory.

Today our country is in a far better position than it was 23 years ago. Today it is many times richer in industry, food and raw materials. Today we have allies who jointly with us form a united front against the German invaders. Today we enjoy the sympathy and support of all the peoples of Europe fallen under the yoke of Fascist tyranny. Today we have a splendid army and

a splendid navy, defending the freedom and independence of our country with their lives. We experience no serious shortage either of food or of arms or equipment.

Our whole country, all the peoples of our country, are backing our army and our navy, helping them smash the Nazi hordes. Our reserves in manpower are inexhaustible. The spirit of the great Lenin inspires us for our patriotic war today as it did 23 years ago.

Is it possible, then, to doubt that we can and must gain victory over the German invaders? The enemy is not as strong as some terror-stricken pseudo-intellectuals picture him. The devil is not as terrible as he is painted. Who can deny that our Red Army has more than once put the much-vaunted German troops to panicky flight?

If one judges by Germany's real position and not by the boastful assertions of German propagandists, it will not be difficult to see that the Nazi German invaders are facing disaster. Hunger and poverty reign in Germany. In four and a half months of war Germany has lost four and a half million soldiers. Germany is bleeding white; her manpower is giving out. A spirit of revolt is gaining possession not only of the nations of Europe under the German invaders' yoke, but of the Germans themselves, who see no end to the war.

The German invaders are straining their last forces. There is no doubt that Germany cannot keep up such an effort for any long time. Another few months, another half year, one year perhaps-and Hitlerite Germany must collapse under the weight of its own crimes. Comrades, Red Army and Red Navy men, commanders and political instructors, men and women guerrillas!

The whole world is looking to you as a force capable of destroying the brigand hordes of German invaders. The enslaved peoples of Europe under the yoke of the German invaders are looking to you as their liberators. A great mission of liberation has fallen to your lot.

Be worthy of this mission! The war you are waging is a war of liberation, a just war. Let the heroic images of our great ancestors-Alexander Nevsky, Dmitri Donskoi, Kusma Minin, Dmitri Pozharsky, Alexander Suvorov, Mikhail Kutuzov-inspire you in this war!

Let the victorious banner of the great Lenin fly over your heads!

Utter destruction to the German invaders!

Death to the German armies of occupation!

Long live our glorious motherland, her freedom and her independence!

Under the banner of Lenin-onward to victory!

WWII Leaders: Rise to Power

As your group researches your leader, and as the other groups present their research, fill in this table for your notes. Include the nation each leader led, some facts about how they rose to power, and some methods they used in gaining and/or keeping control. You can reference each group's display timeline later for additional information or to finish your notes if you don't finish in class.

Leader	Nation	Rise to Power	Methods
Adolf Hitler			
Benito Mussolini			
Francisco Franco			
Joseph Stalin			

Stephanie Doss, ECI 435, 12/6/12

World At War/Propaganda

Context: This lesson would follow the lesson about the leaders of WWII. It would serve as a transition into WWII by continuing to examine how WWII began and what ideas led European nations (such as Germany) to adopt policies that discriminated against groups such as Jews, gypsies, and the mentally handicapped. Understanding the role of propaganda in WWII, and in general, in influencing the mindset of people is important in understanding one of the themes of this unit: collective thought.

Plan Number: 7/15

Primary Instructional Objectives:

Cognitive:

- 2.1 Recognize cause and effect relationships between events
- 3.1 Determine the responsibility of individuals in society
- 3.2 Analyze society's influence on individuals

Affective:

- 2.1 Connect personally with texts
- 3.1 Contribute to group work
- 3.2 Participate in class discussion

Performance:

- 2.5 Utilize artistic abilities
- 3.1 Evaluate credibility and purpose of sources
- 3.2 Collect information from sources

Common Core Objectives:

[CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[CCSS.ELA-Literacy.RH.6-8.8](#) Distinguish among fact, opinion, and reasoned judgment in a text.

Social Studies Essential Standards:

7.H. 1 Use historical thinking to analyze various modern societies.

7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

Materials/Resources:

- BBC Video: <http://www.bbc.co.uk/learningzone/clips/nazi-propaganda-newspapers-reproduced-in-germany/7192.html>
- Minilesson presentation on propaganda
- Examples of propaganda (included in minilesson)
- National Archives Visual Analysis sheet
- Posterboard, markers/colored pencils for student propaganda
- Propaganda poster prompts

Time: 45 minutes

Instructional Procedures:

Warm-Up: (5 mins)

- Initial Freewrite: How do you define propaganda? What are some examples of propaganda you can think of? What kind of mediums can propaganda be presented in?
- Show BBC video “Nazi propaganda newspapers reproduced in Germany.” Have a short discussion following the video. Questions to discuss:
 - What arguments are there to reprint the Nazi era papers in Germany? What arguments are against it?
 - Target Answers: Proponents don’t want Germany to forget that part of its history so it isn’t repeated. Opponents find it painful or offensive.
 - How do you feel about reprinting the papers? Is it more beneficial or harmful to modern Germany?
 - Target Answers: Not printing the papers restricts freedom of speech, The papers shouldn’t be printed because they bring up painful memories, Shouldn’t be printed because some modern Nazis would enjoy it, etc.
 - Can you think of any similar situations in the US? (i.e. People want to avoid talking about/exposing certain time periods/events we’re not proud of?)
 - Target Answers: Slavery, Trail of Tears, Japanese Internment Camps

Bridge/Minilesson: (10 mins)

- Prezi with propaganda posters. Students use visual analysis sheet from National Archives to analyze each poster.

Main Activity: (25 mins)

- Divide students into groups of no more than four. Each group will receive posterboard and markers/colored pencils, along with a prompt for their poster.
- After each group is finished with their poster, they will briefly present it (what their target audience was, what they were promoting, etc.) and hang it on the wall for display.

Closure: (5 minutes)

- Exit Pass: Why do you think propaganda is effective? What examples of modern propaganda do you see – this can be forms other than posters such as videos, internet posts, etc.

Evaluation:

- Warm up freewrite and discussion
- Visual Analysis Sheet
- Group Propaganda Poster
- Exit Pass

Reflection:

To be added.

Appendix of Materials:

BBC Video: <http://www.bbc.co.uk/learningzone/clips/nazi-propaganda-newspapers-reproduced-in-germany/7192.html>

Propaganda Prezi: http://prezi.com/imrl4odgm_rk/propaganda-world-at-war-unit-day-7/

Propaganda Poster Prompts:

German Anti Jew or Anti Allies

Create a propaganda poster from a German perspective depicting a negative image of Jews or Allies. Consider the examples we previously viewed and the strategies and techniques that were used to convey their message. Also think about what your main message and target audience is.

Pro War Bond

Create a propaganda poster to encourage Americans to buy war bonds. Consider the examples we previously viewed and the strategies and techniques that were used to convey their message. Also think about what your main message and target audience is.

Pro Military

Create a propaganda poster encouraging young men to join the military. Consider the examples we previously viewed and the strategies and techniques that were used to convey their message. Also think about what your main message and target audience is.

Anti Japan

Create a propaganda poster from an American perspective that portrays a negative image of the Japan and encourages support of the American war effort. Consider the examples we previously viewed and the strategies and techniques that were used to convey their message. Also think about what your main message and target audience is.

Anti Nazi

Create a propaganda poster from an American or German Resistance perspective that conveys a negative message about Hitler and/or the Nazi Party. Consider the examples we previously viewed and the strategies and techniques that were used to convey their message. Also think about what your main message and target audience is.

PART III. EVALUATION

EVALUATION PHILOSOPHY STATEMENT

My methods of evaluation will be as student-centered as possible. I plan to rely as little as possible on tests, multiple choice or otherwise, and instead focus on project and team-based learning. Most activities in class will be conducted as a group, with some individual component when possible, and projects will be equally divided between group and individual. When possible, I will allow student choice in how they are assessed.

I also plan to give as much emphasis to formative evaluation as possible. I want my students to view learning as an ongoing process, not on a fixed time schedule so they can forget what they learned as soon as the test is over. Activities in class and choices for projects will include as much variety and choice as possible, so students can show their strengths and be more motivated to complete the work.

LIST OF EVALUATION STRATEGIES

Informal:

- Classwork: Either group or individual work that will be assessed on a completion and participation basis. This includes graphic organizers or guided notes given during class.
- Homework: No more than two homework assignments per week will be given, usually only one. These will be given a grade based on a rubric I create for the assignment. For example, the homework would usually be something the students do habitually (such as analyze an article on a current event) so I would create a rubric and grading criteria for this assignment.
- Exit passes: Done most but not every day, these would serve as brief formative assessments of what students gained from the lesson.
- Warm-ups: Usually completed in their journal, these are very similar to the exit pass but serve the opposite purpose - to get an idea of what knowledge a student already has about a topic or idea. These would be graded only for completion.

Formal:

- Quizzes: Occasionally, maybe once or twice for each unit, it would be beneficial to give a quiz to students so they (and the teacher) can get an idea of whether they know the material. These quizzes would therefore serve as formative evaluations, but would be graded on accuracy. The quizzes would not be a large enough part of the students' grade that performing poorly occasionally would be really detrimental to their grade, and would instead serve as a reminder to study certain points a little more. The quizzes might be a good way to emphasize the importance of certain terms or ideas.
- Group or Individual Projects: If participating in a group project, I would create a rubric where most of the points came from the same base grade for the group, but other points would come from some individual work, such as a self evaluation and evaluation done by other group members. For Individual Projects, rubrics would be provided ahead of time. Points would progress on a scale from not complete, to almost complete, complete, and exemplary. Ideally students would have opportunities to submit work

progressively, receive feedback, and do revisions before submitting their project for a final grade.

- Culminating Final Project: For the students' final project for this unit, each will individually create artifacts for a "Think-Tac-Toe" project. [ref. Crystal Simmons]
Students would have a choice of which products to include in their project – some could be artifacts they already did in class, others will need to be done in addition to work they already completed. Some class time will be allotted for the completion of these artifacts and this project.

Think-Tac-Toe Board:

Short story	Board Game	Create 1 page of a graphic novel
News article	Your Choice	Propaganda
Journal entry	Interview	Design a memorial

PART IV. WORKS CITED LIST & REFLECTIVE ADDENDUM

WORKS CITED LIST

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Joseph stalin's speech on red square on anniversary celebration of the october revolution. (2012). Retrieved from <http://www.ibiblio.org/pha/timeline/411107awp.html>

REFLECTIVE ADDENDUM

Dear Reader,

I first came up with the idea for my Unit by surveying the topics of units outlined by my teacher. One unit already laid out was World at War, and since WWI and WWII have always interested me and I knew I could plan exciting lessons for these topics, I chose to focus my unit on that time period. I began my process by brainstorming different activities and making a list of topics and people I knew I needed to cover in my unit. I also reviewed my cooperating teacher's CMAPP resources to get an idea of what Wake County expected from this unit.

The activities and inclusion of primary resources are definitely the main strengths of my unit. I also think the narrative and day-to-day transition between topics is good. Above all, I have tried to find a way to engage students by investigating history and taking a hands-on approach. If I had more time, I would continue to examine some of the resources I used and perhaps change them or add more. For example, add some videos or more primary sources like film clips or songs from the time period.

I haven't had many limitations in relation to my placement in creating my unit. My cooperating teacher gave me free rein to create my unit as I liked. I did have to keep the use of technology at a minimum because my school has limited technology resources. I also kept the level and number of students in mind. For example, for some activities I made sure to have enough groups for the number of students in my cooperating teacher's classes. I might incorporate more technology if my school had more available or had a one-to-one initiative in place.

In the field, I will play close attention to the activities for my lessons and the resources used. I may have to modify the resources for the time allowed for the activity, or the level of the students. I will also make sure my directions for activities are clear and try to limit confusion and make sure students stay on task during group work. On a scale of 1 to 4, I would rate this unit a 3.5 – I am very proud of it and think it is very good, but still has room to improve.

I would describe this project to future students as the culminating experience of everything an MSL student learns at the College of Education. This unit is our chance to showcase what we know – the strategies we have learned, the content we have mastered, and our creativity and innovation. I would definitely advise them to start early and continually revise your work. The periodic deadlines work well for this project, as well as the time in methods classes allotted for working on the Unit Plan. My only suggestion for revising the project in the future would be to provide materials such as the project rubric, guidelines for objectives, and sample lesson and unit plans earlier in the semester.

PART V. PROCESS MATERIALS

UNIT PLAN DRAFT

Rough Ideas:

- Dates: 2/25 – 3/14 (14 days)
- Pre-Assessment: What do we know about WWII? What do we want to know/think we should learn? (do as a warm up on the first day, as a freewrite in their journals)
- Possible warm up: Picture of Hitler/Hitler Youth, students write their reaction as a freewrite.
- Primary source documents: Speeches, interviews with soldiers & regular people, letters from soldiers and people at home.
- Propaganda – German anti-Semitic and American pro-war
- Students bring in a current event each week (that relates to what we're learning?)
- Non multiple-choice assessment. Multi-genre project? Their own inquiry project?
- Clips of real WWII footage
- Clips of: The Pacific, Band of Brothers, Saving Private Ryan
- Possible assignment/project – have students create their own propaganda, have students create their own news clip about the war.

Resources:

- Oral histories from soldiers:
<http://history1900s.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fas-history.rutgers.edu%2Fforalhistory%2F>
- http://www.bbc.co.uk/schools/primaryhistory/world_war2/
- <http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/>
- http://www.pbs.org/thewar/edu_lesson_plan.htm
- http://www.pbs.org/thewar/edu_snapshot.htm (snapshot activities)
- <http://docsteach.org/> primary sources and activities
- <http://www.ngfl-cymru.org.uk/vtc/ngfl/history/151/index.html> Russian Revolution
- <http://www.learnengenocide.com/resources.php> Websites relating to genocide
- "Anthem for Doomed Youth," Wilfred Owen.
<http://www.poetryfoundation.org/poem/176831>
- <http://docsteach.org/documents> Primary Sources
- <http://www.pbs.org/wgbh/americanexperience/features/timeline/rails-timeline/> Great Depression Timeline

Activities:

- Write letters as soldiers or people at home
- Make timelines (of a certain period for WWII)
- Write an article as a reporter for an event
- Grocery shopping using ration tickets
- Focus on African American soldiers (poetry)

- Geography lesson, then make sign posts
- Talk show featuring WWII leaders
- Totalitarianism vs. Democracy – pro/con debate, or analyze letters/diaries from people in both countries
- Teaching the Resistance – personal vs. collective responsibility. Talk about resistance groups, have students form their own group or write their own statement about a contemporary issue they care about.
- Think Pair Share
- Jigsaw Groups
- Write a short story or play about some aspect of WWII
- Poetry – In Flanders Field, Wilfred Owen, Siegfried Sassoon, Charge of the Light Brigade

Sequence:

Day 1: Unit Intro

- What is oppression?
- How did WWI start?
- Modern oppression activity

Day 2: WWI

- Assassination of Archduke
- Triple Entente vs. Triple Alliance
- Trench Warfare/Major Battles
- In Flanders Field model poem/different WWI poets activity

Day 3: Bolshevik Revolution

- Reds vs. Whites Pokemon

Day 4: WWI Ends

- Treaty of Versailles
- League of Nations
- Armistice Day
- Newspaper page

Day 5: Great Depression

- Great Depression in US
- Economic Situation in Europe
- Great Depression Life
- <http://www.thepeoplehistory.com/30sfood.html>

Day 6: Leaders of WWII

- Players in WWII – Hitler, Stalin, Mussolini, Franco
- Hitler's rise to power – Weimar Republic, rise of Nationalism
- Spanish Civil War (included with Franco)

- Split into groups, each focusing on one leader and how he came to power/his background. Work with primary sources & speeches.

Day 7: Intro to WWII, Propaganda

- Students create their own propaganda

Day 8: Home Front

- Minilesson on activity at home – more women in workforce, victory gardens, etc.
- ration activity

Day 9: Western Theatre - Major Battles/Life as a soldier

- Operation Market-Garden
- Battle of the Bulge
- Battle of Britain
- Focus on Tuskegee Airmen & examine poetry?

Day 10: Major Battles Part II

- D-Day
- Stalingrad
- Battle of Berlin
- Letters to/from soldiers

Day 11: The Holocaust

- Groups collectively make a Holocaust/intolerance memorial
- Groups look at recent examples of genocide
- Groups look at concentration camps
- Groups look at different resistance groups

Day 12: Resistance

- Maquis – France
- White Rose – Germany
- Partisans – Poland
- Resistance in ghettos

Day 13: Japanese Internment Camps

- Kiddie lit vs. letters/real people
- Legality of executive order
- map out where camps were

Day 14: Eastern Theater – major battles

- Battle of Midway
- Okinawa
- Iwo Jima
- Guadalcanal

- Geography/sign post activity

Day 15: Marshall Plan, Atom Bomb & end of the war

- Sadako & 1,000 Paper Cranes Activity

INITIAL LESSON PLAN DRAFT

Stephanie Doss, ECI 435

World At War/Day One Lesson

Context: This lesson is the first day of the new Unit, “World At War.” Since the theme is Fearlessness in the face of Oppression, I’ll introduce the unit by talking about what oppression in general means and what it looks like, not just during WWI or WWII.

Plan Number: 1/15

Instructional Objectives:

Cognitive

Affective

Performance

Common Core/Essential Standards:

Resources Required:

- About Me presentation
- Photos of oppression from the Holocaust and today
- Resources about instances of oppression
- Poster board and writing materials for each group

Time: 50 minutes total

Instructional Procedures:

About Me Intro: (5 minutes)

- At the beginning of class, do a brief presentation about myself. In the presentation I’ll give some facts about myself (to show I’m a real person, not just a teacher) and reiterate expectations for the class.

Warm Up: (10 minutes)

- Show a group of pictures – ask students to respond about what they see in a freewrite. Pictures should be mostly of WWI/WWII
- After a few minutes, (and after my intro) have a short discussion. Start simple: What are these pictures of? What’s going on? Then move to response: How do these pictures make you feel? What’s your reaction when you see them? Finally, what’s one word you could use to describe these pictures? Try to move the discussion toward “oppression.” Ask why this is oppression.
- Move to another modern picture. Is this also oppression?
- Show pictures of poverty today and contrast with photos of Great Depression – what makes these powerful photos?
- As a class, come up with a definition of oppression and display it on the board.
- Talk about how oppression will be the theme for this unit. We’ll talk about WWI, the Great Depression, and WWII.
- What do we know about these topics (let’s focus on WWI for now)? What should we/do we want to learn about? Record (or have a student record) these ideas on the board. After class, display these goals somehow and throughout the unit, evaluate whether we accomplished that or not.

Exploration Activity – what does Oppression look like? (20 minutes)

- Each group focuses on an oppressed group in history/in modern times in order to see that oppression still occurs and is relevant to current issues today.
- Each group researches the issue with resources provided by the teacher.
- Possible topics: Japanese Internment Camps, Darfur, Pogroms in Russia, Crusades, Bosnian War, Trail of Tears, Irish Independence (1920s), Iranian Revolution, Israel/Palestine conflict, apartheid, Nigerian Civil War, Cambodia.
- Students use poster board (?) to come up with an action proposal as to what steps can be taken to solve the problem.

Closure (5 minutes)

- Exit pass – pose this question: How important is it for today’s leaders to take action in solving the problems related to oppression today? If you were involved in this conflict, what action (if any) would you take?
- These questions set up the idea for students about a theme for this unit – the role and responsibility of the individual in society.

Evaluation

- Freewrite from the beginning of class
- Group participation and poster
- Exit pass